



Using Methods to Shape the Way We Teach

Webinar #2 in the Series

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Review of Webinar #1



- The importance of exploring methods
- The role of affect in language learning
- Community Language Learning
- Desuggestopedia



Topics from the Ning Discussion

- Peripheral learning: how does it work?
- Role of sleep in learning?
- Use of students' native language(s) to create comfort
- Your experiences with trying out the techniques in your own classes



Cognition in Language Learning and Teaching



- Understanding cognition
- Two methods that focus on our understanding of learning
 - Silent Way
 - Task-based Language Teaching



Cognition in Language Learning

- Chomsky's challenge to B.F. Skinner's views on language as verbal behavior
- Shift from habit formation to rule formation, the "cognitive revolution"
- Learners seen to be much more responsible for their own learning
- Learners use their own thinking or cognition to discover the rules of the language



Cognition continued



- The emphasis on human cognition led to the establishment of the Cognitive Code Approach.
- Learners formulate hypotheses about the rules
- Learners test their hypotheses
- Errors are inevitable. They are taken as a sign that learners are testing their hypotheses.



More on cognition



- Learners need to use the language meaningfully
- Learners are provided opportunities to focus on the learning process itself, e.g., through teaching them learning strategies
- Poll



Two methods that focus on cognition in language learning and teaching

- The Silent Way
- Task-Based Language Teaching



The Silent Way



- Caleb Gattegno
- Science of Education (Mathematics – then Language learning)
- 1970s



Some Principles of the Silent Way

- Teaching is subordinated to learning
- Learning is a process we initiate by ourselves
- We mobilize our inner resources
- We integrate in to ourselves that which is new
- Only awareness is educable
- The teacher and students have different subject matter. . .



Silent Way continued

- The teacher's subject matter is the learning of the students
- The students' subject matter is the language
- Students develop their inner criteria



Some techniques or practices from the Silent Way

- Careful use of teacher's silence
- Self-correction gestures
- Peer correction
- Tools for focusing awareness: rods, charts, texts



What do you think?



- Which principles from the Silent Way do you agree with?
- Which practices can you imagine trying in your own teaching?
- Polls



Experimenting with Silent Way

- What are some things you could try in your classroom to test whether or not you find the principles and practices of Silent Way useful?
- Some examples



Task-Based Language Teaching

- Second language acquisition research has shown that learners do not learn structures one at a time.
- Task-based Language Teaching (TBLT) does not rely on prior analysis of the language into discrete points.
- Learners' attention is focused on understanding and expressing meaning rather than on grammatical structures.



Some Principles of Task-Based Language Teaching

- A task is “a classroom undertaking where the target language is used by the learner for a communicative purpose in order to achieve an outcome” (Willis and Willis, 2001).
- Whatever language is needed to complete the task may be presented by the teacher, but the students’ focus is more on fluency than accuracy. During the task, a teacher might “focus on form” as the need arises.



Some Examples of Tasks in Task-Based Language Teaching



- Information-gap task, e.g., students draw each others' family trees
- Opinion-gap task, e.g., students survey their classmates about their most favorite and least favorite subjects
- Reasoning-gap task, e.g., students are given a problem to solve, e.g., owner of a briefcase left in a taxi (note use of modal verbs)
- Real world tasks, e.g., making airline or hotel reservations



What do you think?



- Which principles of Task-Based Language Teaching appeal to you?
- Which tasks can you imagine trying in your own classes?
- Polls



Adapting Task-Based Language Teaching



- How can you adapt TBLT to your own teaching situation?
- Some examples



Review of the webinar



- Cognition in language learning and teaching
- Silent Way
- Task-based Language Teaching



Experiment and comment in our Ning Discussion



- Please join us on Ning to continue the discussion.



Thank you!



- See you next time
- Use of content in language teaching
- Wednesday, 10 August 2011
- Same time, same place